



**ELTHORNE PARK**

— HIGH SCHOOL —

# **Relationships and Sex Education (RSE) Policy**

Adoption – October 2021

Review frequency – Yearly

Next review – October 2024

Status – Statutory

Committee – Curriculum

## 1. Introduction

Today's children and young people grow up in an increasingly complex world both on- and off-line. This presents many opportunities, but also challenges and risks. In today's environment they must learn to be safe and healthy, and how to manage their academic, personal and social lives in a positive way both on and off-line.

At Elthorne Park High School, we recognise that RSE is learning about physical, moral and emotional development, not just about intimate relationships. It is about the importance of stable and loving relationships, and about respect, love and care. RSE provides pupils with factual knowledge as well as an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour, including on-line behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility.

This policy is available on the school's website and has been developed following a stakeholder consultation process. The school chooses how to deliver the subject and uses the Department for Education's (DfE) statutory guidance as a framework.

The policy will be promoted and implemented throughout the school. RSE is carried out principally within the personal, social and health and citizenship education (PSHCE) curriculum but forms an important part of the school's SMSC and wider opportunities offer to students. .

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017:

From the academic year 2022/23:

- It is compulsory for all secondary schools to provide **Relationships and Sex Education (RSE)**.
- It is compulsory for all schools, including academies and free schools, but not independent schools, to provide **Health Education**.

When planning the teaching of RSE the school has taken into account the religious background of all pupils and reflects what the law allows and does not allow. Lesson content is presented in an objective and balanced way, with students being encouraged to consider their own attitudes and values. They will be made aware of the differences between fact, opinion, and cultural and religious beliefs through PSHCE and this will be supported by the Religious Studies curriculum. RSE is not about the promotion of sexual activity.

The school is mindful to make reasonable adjustments to alleviate disadvantage or vulnerability of any of our pupils under the SEND Code of Practice when planning RSE lessons. Also, teachers do not discriminate against any pupils because of any 'protected characteristics' under the Equality Act 2010 (ie age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation).

## 2. Objectives and targets

The school's values aim to support students in becoming Proud, Prepared and Principled young people who have the tools to Persevere and the confidence to Participate in their community. The

objective of RSE at Elthorne Park High School is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, including what makes a good friend, a good colleague and a successful marriage, partnership or other type of committed relationship.

The aim is also to cover intimate relationships (including the use of contraception and pregnancy options) and developing such relationships while resisting coercion or encouragement to have sex. There is an explicit focus on consent in all RSE units. Pupils will be taught what acceptable behaviour is and what constitutes Harmful Sexual Behaviour in all its forms. At Elthorne Park High School we aim to explain how to identify when relationships are not right and understand how to deal with such situations, and encourage pupils to enjoy the positive effects that good relationships have on their mental wellbeing.

### **3. Roles and Responsibilities**

#### **Governors**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

#### **The RSE Lead**

The RSE Lead will ensure that:

- This statutory policy is available on the school's website.
- RSE as taught at Elthorne Park High School fulfils its legal obligations and timetabled commitments.
- RSE is adequately resourced, well led and effectively managed, providing well planned lessons from teachers who have the opportunity to keep up to date with pedagogy and technology to support the subject. They will regularly review resources to set out the subject content, ensuring that it is always age-appropriate
- They arrange induction training on the delivery of RSE for early career and other newly appointed teachers.
- RSE is delivered in a way to be accessible for all pupils with SEND so that all pupils can make progress in achieving expected educational outcomes. They are aware of and make reasonable adjustments to alleviate disadvantage or vulnerability under the SEND Code of Practice when planning for RSE
- They are aware of the Equality Act 2010, and be mindful not to discriminate against any pupils because of any 'protected characteristics' (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) when planning for RSE. RSE is delivered by teachers and others with an awareness of the relevant provisions of the Equality Act 2010.
- They are aware of how any safeguarding issue in the context of RSE will be dealt with at the school.

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- responding to parent requests about RSE and liaising with parents over the content and delivery of the subject

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher / RSE lead.

## **Parents**

Parents are the first educators of their children and have the most important influence as their children grow, mature and form relationships. Opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

At Elthorne Park High School we work with parents when reviewing, planning and developing RSE in school. Parents are made aware of what will be taught and when during year ahead meetings and are invited to view resources annually in person. They can request to see individual resources at any time during the school year - if a parent has a specific request to view a resource, they may email the RSE teacher or senior RSE lead. All RSE parent events will be advertised via the standard communication channels including the school's website, newsletter and social media platforms.

Parents of pupils at Elthorne Park High School cannot withdraw their children from relationships education. However, they may request to withdraw their children from all or part of any sex education delivered as part of statutory RSE, but only after a discussion with the headteacher, who will respect the parents' wishes if they continue to hold that view after discussion. However, parents do not have the right to withdraw their children from the biological aspects of human growth and reproduction necessary under national curriculum science. After turning 15 years of age, if the pupil wishes to receive sex education then the school will make arrangements to provide it within the next three terms and the parents have no right to appeal against that decision. A parent's request for the right to withdraw must first be made in writing to the head teacher.

## **Students**

Unless a formal right to withdraw request has been processed, students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with The Elthorne Way and the school values.

## 4. Delivery and Content

RSE at Elthorne Park High School builds on the foundations of Relationships education our pupils will have received at their primary schools and on the age-appropriate sex education that they may have already received.

The religious background of all pupils will be taken into account when planning teaching, so that those sensitive topics that need to be taught are appropriately handled.

Teaching will explain relevant legal provisions as topics are covered so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

### **Families**

Pupils learn about:

- Different types of committed, stable relationships and how these relationships contribute to happiness; their importance in bringing up children.
- What marriage is, its legal status, what rights and protections it offers and how the legal rights and protections differ between marriage and other types of long-term partnerships; why marriage should be entered into willingly.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- How to determine whether people or sources of information are trustworthy, judge when any relationship is unsafe (and recognise this in others' relationships), how to seek help or advice, including reporting concerns when necessary.

### **Respectful relationships and friendships**

Pupils learn about:

- Characteristics of healthy relationships and friendship (including on-line, sexual and non-sexual relationships):
- Trust, honesty, respect, kindness, generosity.
- Respect of privacy, boundaries and consent or the lack of it.
- Management of conflict, reconciliation and the ending of relationships of all types.
- Practical steps to improve or support respectful relationships.
- Expecting to be treated with respect by others, in school and in wider society, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- Characteristics of unhealthy relationships and friendships:
- How to distinguish whether other children or adults are trustworthy or even safe to be with.

- To recognise unhealthy types of behaviour within relationships of their own or in others eg criminal behaviour, violent behaviour, coercive behaviour, sexual harassment or sexual violence and why these are always unacceptable
- How stereotypes, in particular stereotypes based on sex, gender, race, religion & belief, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).
- How to seek advice and report concerns where necessary.
- The legal rights and responsibilities regarding equality, particularly with regard to protected characteristics under the Equality Act 2010.

### **Online and social media safety and harm**

Pupils are taught:

- That their rights, responsibilities and opportunities online and on social media do not differ from those experienced elsewhere and the same expectations of good behaviour apply and are expected.
- How information and data is generated, collected, shared and used online.
- Not to provide material to others that they would not want to be shared further, because sharing material online can be fraught with risk and may be extremely difficult to remove from being online once shared further, thereby causing much distress. Similarly not to share personal material which is sent to them.
- The impact of viewing harmful content online:
- That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviour, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That viewing and sharing indecent images of children, including those viewed and shared by children, is a serious criminal offence carrying severe penalties.

### **Being safe**

Pupils are taught:

- The subjects and laws that relate to the age of sexual consent, understanding consent beyond the legal age of consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse.
- How to communicate and recognise consent from others, including in a sexual context. They also learn how and when such consent can be withdrawn.
- The subjects and laws that relate to forced marriage, honour-based violence and female genital mutilation.
- How people can be physically and emotionally affected by such practices and how to access support.

## **Intimate and sexual relationships, sexual health**

Pupils are taught:

- The nature of healthy one-to-one positive intimate relationships (mutual respect, loyalty, consent, trust, shared interests and outlook, sex and friendship).
- That choices made in relationships and friendships can affect health (physical, emotional, mental well-being, sexual and reproductive) in both a positive and a negative manner.
- That there are a range of strategies to identify and manage sexual pressure, including peer pressure; how to resist pressure and how not to pressure others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about reproductive health including the identification of anatomical structures
- To understand the changing nature of the human body including fertility and the potential impact of lifestyle choices on fertility in men and women, the menopause and hormonal changes
- How the effects of alcohol and drugs can lead to risky sexual behaviour.
- The range of methods of contraception and their efficacies.
- The facts about pregnancy and miscarriage.
- The facts about abortion, adoption or keeping a baby with guidance in obtaining further help.
- The facts about sexually transmitted infections (STI) and HIV/AIDS; their prevalence; how they are transmitted; methods of treatment and prevention via safer sex; their potential impact on health.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **External agencies**

Elthorne Park High School occasionally uses external visitors to deliver certain topics within RSE because they can enhance delivery of the subject and bring specialist knowledge and different ways of engaging with young people. Parents will be notified in advance when an external agency will be used and will be given notification of who they are, their expertise and the materials that will be used. The school checks in advance that:

- The teaching delivered by visitors fits with the planned programme for teaching RSE.
- Details of what will be covered by the visitor, the materials that the visitor will use in the session, a session plan, and how the session will be delivered to ensure age appropriateness for our pupils and inclusivity.
- They are fully aware of the relevant provisions of The Equality Act 2010.
- The RSE lead will also discuss with the visitor aspects of confidentiality and reporting any safeguarding issues.

## 4. Monitoring arrangements

The delivery of RSE is monitored by A Crix (Assistant Head – Student Development & Engagement) and K Reeves (Deputy Head – Student Support and Inclusion) through:

- *Half termly learning walks*
- *Planned workbook/book looks*
- *Auditing of content and best practice through Year Leaders and Key Stage Leaders*

Students' progress in RSE is monitored and assessed by class teachers after every unit.

This policy will be reviewed by A Crix & K Reeves on an annual basis to reflect changes to statutory requirements or best practice.